

**Accreditation Results**  
**(Accreditation Results for School of Dental Education)**

**Department of Dentistry, School of Dentistry,  
Health Sciences University of Hokkaido**



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Hokkaido, Japan
<b>Accreditation Status</b>	
Year of the Review: 2023	
Accreditation Status: accredited (Accreditation Period: April 1, 2024 – March 31, 2031)	

## **Accreditation Results for the Department of Dentistry, School of Dentistry, Health Sciences University of Hokkaido**

The School of Dentistry, Health Sciences University of Hokkaido, develops dentists under the educational goal of “nurturing dentists with rich humanity and high professional ethics, who will contribute to the maintenance and improvement of public health and the advancement of dental medicine and dental healthcare from both local and international perspectives” based on the University’s founding spirit of “Development of the complete personality of a medical professional through the trinity of intellectual, moral, and physical education.” and in accordance with the School’s educational mission of “Promoting education that aims to link and integrate dental health, dental care, and welfare, and nurturing medical professionals who can protect oral health according to people's life stages, thereby contributing to local and international communities, and to the happiness of humanity.”

To achieve its goals the School offers an education program that develops basic knowledge and communication skills in the first year and teaches basic dental care and medical interviewing skills in the second year. Third- and fourth-year students take clinical-related courses and participate in clinical simulations in addition to basic dental care courses, while fifth- and sixth-year students receive medical safety training, undergo clinical clerkships, and take courses that systematically and comprehensively review all the basic knowledge, skills, and attitudes learned throughout the program. Advanced courses conducted in collaboration with other healthcare-related schools, such as Introduction to Interprofessional Collaboration, Overview of Nursing Welfare, Pharmaceutical Science, Overview of Rehabilitation Science, Medical Behavioral Science, Practical Training in Interprofessional Community-Based Integrated Care, Practical Training in Nursing Care Facilities, and Practical Training on House-Call Dental Care, are unique learning opportunities that draw on the University’s strength as a multi-faculty medical university. A commendable aspect of the School’s student support program is the responsive, year-level-specific learning interventions for students struggling academically or repeating years, including personal interviews, one-on-one instruction, and FD workshops. Furthermore, the School aims to enhance learning effectiveness by leveraging an electronic portfolio, used by students to self-reflect and by the faculty to monitor and assess student learning. The School also provides dedicated learning support that includes, for example, worksheets prepared based on past national dentistry examination questions that students complete one sheet per day for submission

to their teacher for marking to test their understanding. These are highly commendable initiatives.

There are several areas of improvement the School should address, however.

First, the School needs to establish as soon as possible a process to respond appropriately to student concerns or questions about their grades with a view to ensuring the robustness and fairness of the grading system. Second, the ratio of freshman enrollment to the freshman enrollment cap and the ratio of student enrollment to the student enrollment cap are low. This situation comes against the backdrop of the School's 2022 competition ratio being lower than the average ratio of all private dental universities in Japan. The School is expected to implement swift and continuous improvement efforts based on strategies now being developed to address this challenge. Third, the School's ratios of female teachers and international teachers to the overall number of full-time teachers are below the University's target levels, and continued efforts should be made to meet these targets.

To improve these issues the School is advised to utilize the results of this accreditation for schools of dental education and continue its self-study efforts for improvement, while assuring and enhancing the quality of its undergraduate dental education and further developing the unique characteristics of the dental education program.